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Teamwork on geographical indications using the wiki

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# The seventh annual workshop of the European Intellectual Property Teacher's Network. Lisbon 2013



Teamwork on geographical indications  
using the wiki.  
Tina Hart



# Aims

- To briefly explain what a wiki is.
- To outline the rationale for its use in assessment.
- To outline the perceived benefits.
- Challenges.

# What is a wiki?

“A wiki is a website that allows edits to content by any user via any browser.”

<http://ipark.hud.ac.uk/content/wikis>

# The rationale

- Meeting learning outcomes
- An opportunity for collaborative learning

# The learning outcomes for Global IPS.

## **Knowledge and Understanding Outcomes**

On completion of this module students will:

1. Critically evaluate the system for protecting intellectual property under The TRIPS Agreement and the procedures within the World Trade Organisation (WTO).
2. Critically analyse and discuss the perceived conflicting attitudes towards the enforcement of intellectual property rights, and maintain a critical discussion of the merits of protecting intellectual property.
3. Acquire an in-depth knowledge of the various international conventions and agreements concerning the harmonisation and protection of intellectual property, together with the role of the main international bodies (e.g. WTO) in a socio-economic and political context.

# The learning outcomes

## Ability Outcomes

On completion of this module students will be able to:

4. Demonstrate the ability to research information from primary and secondary sources (including traditional and electronic media), and apply such information to simulated problems.
5. Critically analyse, evaluate and synthesise the norms and principles of intellectual property law in a given context so as to formulate a solution to a problem.
6. Critically analyse and assess the implications of setting minimum standards of intellectual property protection for all members of the World Trade Organisation.
7. Participate individually or as a member of a group in formulating legal arguments, and in so doing be able to demonstrate strategic thinking by reaching reasoned submissions which can be applied to solve simulated problems.

# The assignment

- **Assignment One.**
- **This assesses learning outcomes 2, 6 and 7 above.**
- You need to read the following at the very least.
- **TRIPS Articles 1, 3, 22-24**



# The assignment

- Select one of the following:
- **Palm wine.**
- **Tole tea**
- **Jasmine rice**
- **Darjeeling tea**
- **Feta cheese**
- **Melton Mowbray pork pie**
- **Stilton cheese**

# The assignment

- Research the level of protection for that the one, that you have selected attracts; whether as a trade- mark, through passing off (unfair competition), or as a geographical indication. Is there any evidence that goods originating from developing countries attract less protection internationally?
- You then need to contribute to the blog / wiki by **4 December 2012**.
- **Word limit 1, 000 words maximum per student. The tutor will allocate the produce to be selected in class. A student may also select produce from their country of origin, on condition that the tutor can be directed to the relevant law in English.**

# What the tutor found.

- Students fully engaged with the task.
- High level of independent research.
- Some students accidentally deleted work posted by other students.

# What did the students think?

- Sixteen students took the module.
- Nine responded to the survey on the assignment.
  1. 8 students had never been assessed in this way.
  2. 8 students felt that they had been adequately prepared for the assignment by the tutor. 1 student stated that they had not prepared for the assignment.
  3. All students cited benefits of being assessed in this way.

# What did the students think?

4. 3 students stated that it changed the way in which they prepared for the assignment, whilst 6 students stated that they engaged in research and preparation in the same way as for any other assignment.
5. 8 students stated that they were able to demonstrate their intellectual ability, whilst 1 student felt hampered by the 1,000 word limit.
6. 1 student achieved a better grade in the wiki than in the second assignment, 3 students achieved less for the wiki, 4 students achieved the same.

# What did the students think?

8. 7 students stated that the wiki helped them prepare for the second assignment, 2 felt it had no bearing.
9. All students stated that they would recommend use of the wiki as a form of assessment.

# Student comments

The wiki helped me to understand the topic area and critically analyse the topic.

I was motivated to work more effectively, because other students could see my work.

There was a marked difference in my second assignment because I took in account all of the other comments made in the wiki

I did not have enough words to put my views across in the wiki.

It provides as opportunity to compare my work with others. I found this very helpful.

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# The challenges

- More staff development for the tutor.



# References.

- Using Wikis. <http://ipark.hud.ac.uk/content/wikis>  
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<http://www.educause.edu/ir/library/pdf/erm0452.pdf>